

**History Skills Progression Document - Years 1-6**

Our History curriculum will provide high quality, enriching and engaging opportunities to learn about the past. Children will gain a curiosity towards their local and wider area. This will be fed by a sound understanding of all of the key historical skills and be underpinned by a coherent knowledge of British and world history. Children will understand why studying the past is important and use their new knowledge and skills to learn from the people, places and events that have shaped the modern world. Through well structured exploration and interpretation of the past, children will become reflective and responsible members of a world community.

National curriculum expectations	
Key Stage 1 pupils should be taught to:	Key Stage 2 pupils should be taught to:
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ● changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ● events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ● the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ● significant historical events, people and places in their own locality 	<p>Key stage 2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ● changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain ● Britain's settlement by Anglo-Saxons and Scots ● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● a local history study ● a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ● the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ● Ancient Greece – a study of Greek life and achievements and their influence on the western world ● a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



Key Stage	Vocabulary	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Content/Context
	<p>Teaching children historical vocabulary is important because it will allow children to make sense of the topics presented to them.</p> <p>Building historical vocabulary will help to support all of the other strands of historical learning.</p>	<p>Teaching historical enquiry skills encourages children to develop independent thinking by asking questions, conducting research, making judgements and effectively communicating their understanding.</p> <p>By developing their historical enquiry skills, children will develop a curiosity for, and an appreciation of, historical study and its relevance to their lives.</p>	<p>A good chronological understanding is important because the exact order in which events occur helps us understand the cause and the effect of those events, and thereby allow us to step back and view the "big picture" of history - how and why events unfold in the way they do, and how they are related.</p> <p>Teaching this is also important as it allows all children to learn about the events that they may not have the exposure to through day to day life and place this within the context of time.</p>	<p>A knowledge-rich historical education will help pupils gain an understanding of Britain's past and that of the wider world. It is important that we pursue pupils' curiosity to know more about the past.</p> <p>Broadening historical knowledge helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p>Children should be given the opportunity to gain historical perspective by placing their growing knowledge into different contexts. These key eras/concepts have been chosen as they cover particularly important eras & themes from British and world history. They will be interwoven with the children's understanding of their own local history.</p> <p>Using their knowledge of these key eras/concepts, children will develop their understanding of the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
KS1	<p>*Experience and discuss the following terms:</p> <p>timeline, source, investigate, artefacts, before, after, now, yesterday, last week, ancestors, event, diary, letter, chronological</p>	<p>*Ask historical questions about sources of information (pictures/objects/text).</p> <p>*Understand that there are different ways to research.</p> <p>*Understand that there are different types of sources.</p> <p>*Link stories from history with key concepts. E.g. Samuel Pepys' diary (importance of diaries within history).</p>	<p>*Understand the difference between past, present & future.</p> <p>*Use the terms before, after & since.</p> <p>*Describe things that have happened to themselves and others in the past.</p> <p>*Order a set of events.</p> <p>*Order a set of objects chronologically.</p> <p>*Use a timeline.</p>	<p>*Say why people acted the way they did using evidence.</p> <p>*Recall facts about people & events before living memory.</p> <p>*Recount the main events from a significant event in history.</p>	<p>*Changes within living memory.</p> <p>*Events beyond living memory.</p> <p>*Significant Individuals.</p> <p>*Significant historical events, people & places in my own locality.</p>
LKS2	<p>*Experience and discuss the following terms:</p> <p>empire, parliament, monarchy, primary, secondary, sources, change, continuity, cause, consequence, similarity, difference, significance, reliability</p>	<p>*Use a variety of sources to research the past (archive materials, internet, database, pictures, artwork, photographs, music, artefacts, historic buildings, museums).</p> <p>*Discuss the reliability of sources.</p> <p>*Understand that there are different versions of the same event.</p> <p>*Explain that people represent events in a way that persuades others.</p> <p>*Ask questions to find answers about the past.</p>	<p>*Recall key dates from periods studied and place them on a timeline.</p> <p>*Describe the main changes in a period of history.</p> <p>*Use a timeline to order significant events and dates.</p> <p>*Explain that a timeline can be divided into BC/AD.</p>	<p>*Use evidence to describe the lifestyles in different periods.</p> <p>*Use evidence to describe what was important to people in the past and make comparisons.</p> <p>*Use evidence to describe differences between communities.</p> <p>*Describe similarities and differences between people, events and artefacts studied.</p> <p>*Describe how events studied affect and influence modern life.</p>	<p>*Changes in Britain from the Stone Age to the Iron Age.</p> <p>*The Roman Empire and its impact on Britain.</p> <p>*A local history study.</p> <p>*The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.</p>



<p>UKS2</p>	<p>*Understand, define and investigate the following terms in greater depth: empire, parliament, monarchy, primary, secondary, sources, change, continuity, cause, consequence, similarity, difference, significance, reliability</p>	<p>*Explain the reliability of a variety of sources and use this to choose the most useful sources, *Understand the terms <i>primary</i> and <i>secondary</i> sources. *Explain that there are often various answers to the same historical questions. *Understand and explain why there are different versions of the same event. *Investigate own lines of enquiry by posing own questions.</p>	<p>*Order significant events, movements and dates on a timeline. *Identify and compare changes within and across different periods. *Understand how some historical events happened concurrently.</p>	<p>*Choose reliable sources of information to learn about the past and explain their usefulness. *Give reasons why changes may have occurred using evidence and explain their significance. *Describe similarities and differences between people, events and artefacts studied and use this to assess the importance and impact of these similarities/differences. *Investigate how historical issues have affected modern life. *Make links between past societies (religion, accomodation, society, technology etc.)</p>	<p>*A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD900; Mayan civilization c. AD 900; Benin (West Africa) c AD 900-1300. *Ancient Greece - a study of Greek life and achievements and their influence on the western world. *An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. *British settlement by Anglo-Saxons and Scots. *Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>
--------------------	--	---	---	---	--